

# KING'S HOUSE SCHOOL

## BEHAVIOUR POLICY



Policy date	Jan 2020
Date ratified	Jan 2020
Ratified by	Dr A Cook
Review date	Jan 2021
Related policies	Safeguarding, Health and Safety, Anti-Bullying

## **Aims and expectations**

At King's House, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We are a caring community, whose values are built on mutual trust and respect for all. The School behaviour policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is to encourage a calm, purposeful and happy atmosphere within the school, helping everyone to learn; as well as

- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **Values**

These values were chosen after consultation with the children and staff. We aim for our children to be able to participate fully in a society where these values are exhibited through peoples' actions and interactions. Therefore, our children need to possess these values and qualities too.

Each month the value will change. The year team listed is responsible for updating the display with quotes from children, work examples, illustrations and examples.

<u>Month</u>	<u>Value</u>	<u>Display</u>
September	Friendship	Lower Second
October	Honesty	Upper Second
November	Empathy	Lower Third
December	Respect	Upper Third
January	Resilience	Lower Fourth
February	Confidence	Upper Fourth

March	Kindness	Reception
April	Appreciation	Lower Second
May	Courage	Upper Second
June	Justice	Lower Third
July	Positivity	Upper Third

### **Rewards and Sanctions**

We praise and reward children for good behaviour in a variety of ways. Our Reward and Sanction chart is displayed in every classroom for the children to be reminded of the School's expectations.

The School employs a number of sanctions to enforce the School rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

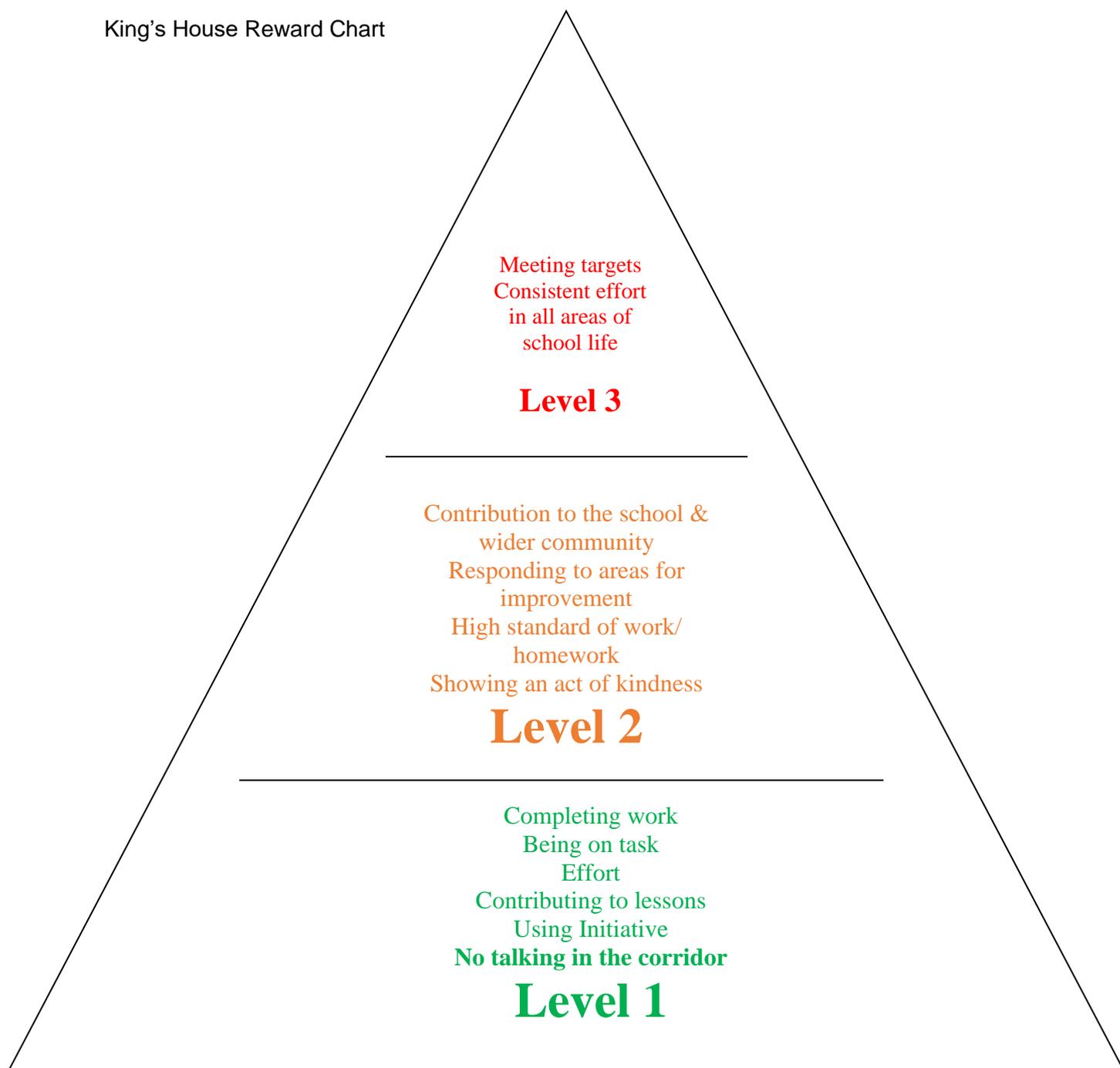
We expect children to listen carefully to instructions in lessons and to try their best in all activities. The following sanction chart is used from Reception through to year 6.

King's House Sanction Chart



Level 3	Parents to meet with Head to discuss behaviour improvement plan.
Level 2	Visit to Deputy Head, parents to meet with a member of SLT and class teacher to discuss behaviour
Level 1	Verbal warning; in class reflection during break time, inform parents (if needed)

King's House Reward Chart



Level 3	individual rewards are presented at Speech Day; special responsibilities are given
Level 2	a visit to the Headmaster or Deputy Head for commendation; a written comment on a pupil's work; a public word of praise (in front of the whole School);
Level 1	a public word of praise (in class); teachers congratulate children for work/behaviour; certificates, stickers and badges are awarded; house points are distributed to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in School;

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident book and follows procedures from the School's Anti Bullying policy. It is the responsibility of the Headmaster to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. Parents have a responsibility to support the School's Anti Bullying policy and to actively encourage their child to be a positive member of the school.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend School free from fear.

If a child repeatedly acts in a way that disrupts or upsets others, the School will contact the child's parents/carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the School rules with each class. In addition to the School rules, each class also has its own classroom code of rewards and consequences, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the School knows the standard of behaviour that is expected. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or other appropriate occasions.

Staff will use the practices of restorative justice to encourage resolution of disagreements between pupils in order to de-escalate.

All behavioural incidents will be recorded in the class Behaviour Log Book; which can be found appropriately stored in each classroom.

All members of staff, through the Staff Handbook, are made aware and guided by the regulations regarding the use of force by teachers, as set out in DFE (July 2013) Guidelines "Use of reasonable force" document.

We will not give corporal punishment to any child and will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

We will not threaten corporal punishment and will not use or threaten any punishment which could adversely affect a child's well-being.

The named lead for Behaviour is Miss J Pawaar (Deputy Headteacher)

## **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the School rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Class teachers in the School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help, support and advice from the Deputy Head or the Headmaster.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **The role of the Headmaster**

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headmaster keeps records of all reported serious incidents of misbehaviour.

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child.

## **The role of parents**

The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at School.

We expect parents to support their child's learning, and to co-operate with the School, as set out in the Standard Terms and Conditions. We try to build a supportive dialogue between the home and the School, and we inform parents if we have concerns about their child's welfare or behaviour.

If the School has to use reasonable sanctions to discipline a child, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head. If these discussions cannot resolve the problem, parents will be referred to the Concerns and Complaints Policy, available as a separate document and also in the Parents' Handbook.

## **Fixed-term and permanent exclusions**

Only the Headmaster has the power to exclude a pupil from School. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one School year. They may also exclude a pupil permanently. It is also possible for a fixed-term exclusion to be converted into a permanent exclusion, if the circumstances warrant this.

If a pupil is excluded, the Headmaster will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster will make it clear to the parents that they can, if they wish, appeal against the decision. The School informs the parents how to make any such appeal.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.

## **Monitoring**

The Headmaster monitors the effectiveness of this policy on a regular basis.

The Headmaster keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Any reported instances of behaviour issues, bullying or racism are investigated and recorded in a hard copy book.